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ABSTRACT

This teacher handbook provides recommended goals and objectives and suggested measures for competency-based courses in the vocational program area of prevocational education. A background and overview section contains the philosophy and rationale, discusses thinking skills and programs for exceptional children, and provides notes that explain how to read the goals, objectives, and measures and offer suggestions for student placement, textbook use, and activities. This specific information is then provided for a vocational education competency-based curriculum: purpose and overview (target groups, philosophy, curriculum planning and design) and course of study. For prevocational education are offered a program description, learning outcomes, and scope and sequence. In addition to the prevocational education course options for grades 7-9, the curriculum includes a prevocational education/pre-employability skills course. Materials provided for each course include a topical outline and a one-page format for each competency goal that details grade level, skills/subject area, the competency goal, objective(s), and measure(s) (suggestions of ways in which students may demonstrate their ability to meet the objective). (YLB)

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TEACHER HANDBOOK

PREVOCATIONAL EDUCATION

VOCATIONAL EDUCATION

North Carolina Competency-Based Curriculum
SUBJECT-BY-SUBJECT

CE044261

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

TEACHER HANDBOOK

VOCATIONAL EDUCATION

PREVOCATIONAL PROGRAM

GRADES 7-9

North Carolina Competency-Based Curriculum

Division of Vocational Education
Instructional Services
North Carolina Department of Public Instruction

Raleigh, North Carolina
1985

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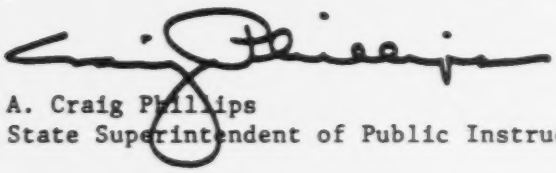
Foreword

As a result of the Elementary and Secondary School Reform Act of 1984 and the appropriation which accompanied this act, the North Carolina State Department of Public Instruction engaged in an extensive audit and revision of curriculum throughout the summer and fall of 1984. The products of this work, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum, provide a detailed, integrated basic course of study for all subjects at all grade levels.

The North Carolina General Assembly has also made a commitment to the development of a basic education program. This program includes the staffing and material support needed for the full implementation of the North Carolina Standard Course of Study and the competency-based curriculum in all public schools throughout the State. The financial support of the General Assembly and the work of educators throughout the State in developing the competency-based curriculum are important contributions to our continuing efforts to provide a quality education for every child residing in North Carolina.



A. Craig Phillips
State Superintendent of Public Instruction

Acknowledgements

The Instructional Services Area of the Department of Public Instruction acknowledges with gratitude the outstanding cooperation and assistance we have received from individuals and groups throughout the State of North Carolina. Without such cooperation, the development and printing of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum would not have been possible.

We wish to express a special thanks to:

- the North Carolina General Assembly for providing the funds to make this important work possible,
- more than 8000 local educators who participated in the writing of the documents and in reacting to early drafts,
- almost 300 persons from institutions of higher education who advised the staff and assisted in the development of the curriculum,
- Raleigh-based and regional staff in the Divisions of Arts Education, Communication Skills, Computer Services, Exceptional Children, Healthful Living, School Media Programs, Mathematics, Science, Social Studies, Student Services, and Vocational Education. These Public Instruction staff members carried the primary responsibility for planning, writing, and editing the curriculum.
- the Controller's Office in the Department of Education for excellent assistance in designing a computer program for storing and printing the Standard Course of Study and the competency-based curriculum,
- the Division of School-Community Relations for technical assistance in the publication of the documents,
- all areas of the Department of Public Instruction for their encouragement and invaluable assistance in numerous ways,
- Kay Barbour and Janice Royster who word-processed the entire 8000 pages, and
- especially Dr. Barbara Holland Chapman who coordinated the development of the Standard Course of Study and the competency-based curriculum. Her untiring efforts have contributed significantly to the quality of these documents.

The involvement of the entire education community in the writing of the curriculum truly makes it a North Carolina curriculum of which the State can be justifiably proud. We look forward in the coming years to working with all of you in revising and improving the competency-based curriculum in order that it will continue to meet the needs of the children of North Carolina.

Joseph B. Webb
Assistant State Superintendent
Instructional Services

BACKGROUND AND OVERVIEW

Introduction

Immediately following the passage of the Elementary and Secondary Reform Act in June of 1984, the area of Instructional Services within the North Carolina State Department of Public Instruction began a revision of the North Carolina Standard Course of Study and the development of the Teacher Handbook for the competency-based curriculum. These efforts represent a significant part of the development of a basic education program for North Carolina's Public Schools.

Three publications hold the results of our efforts to define a basic education program for the State: The Basic Education Program for North Carolina's Public Schools, North Carolina Standard Course of Study, and the Teacher Handbook for the competency-based curriculum. The Basic Education Program for North Carolina's Public Schools outlines the curriculum, programs not confined to subject areas, general standards, material support, and staffing which should be provided in all schools throughout the State. The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

The first step taken in auditing and refining the curriculum in each subject or skills area was to review and synthesize the reports of curriculum review committees and the work contained in two earlier publications (Course of Study for Elementary and Secondary Schools K-12 and Competency Goals and Performance Indicators). The next step was to involve educators from local education agencies and institutions of higher education in working with the North Carolina Department of Public Instruction staff to expand and refine the curriculum. Thousands of persons throughout the State have been involved in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum.

Three important points should be kept in mind when reviewing these documents. First, while the curriculum represents the standard course of study which should be available to all children in North Carolina Public schools, many public schools in the State presently offer an even more comprehensive curriculum. Second, the standard course of study includes the curriculum that should be made available to every child, not what every child is actually required to take. Required subjects or courses are outlined in the appendices.

Third, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum will never actually be completed. Several steps have been taken to insure that the curriculum may be constantly updated: the documents have been entered on an IBM 5520 computer word-processing program for ease of revision and updating; the competency-based curriculum has been produced in loose-leaf form so that revised or additional pages may easily be added; and included in each document is the name of a contact person within the State Department of Public Instruction to whom staff in local education agencies or others may send suggestions for additions or revisions (Appendix I). As with any viable curriculum, these documents must be constantly open to review, expansion, and revision in order that they continue to meet the needs of the children of the State of North Carolina.

Philosophy and Rationale

The philosophy and rationale underlying the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum imply a context in which the curriculum will be implemented. What follows are definitions of the purposes for which the curriculum was developed and the principles incorporated into its development as well as descriptions of who will implement it and where it will be successfully implemented.

Purposes and Principles

The primary purposes of the North Carolina Standard Course of Study and the competency-based curriculum are (1) to help students become responsible, productive citizens and (2) to help students achieve a sense of personal fulfillment. It is clear that there are competencies which a student must develop in order to meet both of these purposes.

Students must develop the specific competencies needed to gain employment or continue their education. These competencies include critical thinking skills, skills with media and technology, and the basic content knowledge provided within a core curriculum (arts education, communication skills, healthful living, mathematics, science, second language studies, social studies, and vocational education).

Students must develop the skills and attitudes necessary to cope with contemporary society. Among these are a positive attitude toward oneself, a sense of independence and responsibility for oneself, an understanding of oneself and one's own culture, a positive attitude toward others including those who come from different cultures, a respect for the rights of others, a sensitivity to the needs and feelings of others, a sense of responsibility to others, a willingness to cooperate with others in working toward a common goal, and the ability to understand and cope with a constantly changing society.

In order to help students become responsible, productive citizens who have a sense of personal fulfillment, commonly accepted principles of learning have been incorporated into the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum. One of these principles is the importance of integrating the curriculum--of emphasizing the understanding of concepts and processes over the mere acquisition of isolated facts. Stressing the mastery of integrated knowledge helps students to move from what is known to an understanding of the unknown, to see relationships and patterns and begin to make generalizations, to understand the interrelatedness of the subject areas and skills areas, and to succeed in learning. An integrated curriculum helps students learn how to learn.

Another principle considered in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum is that learners are more likely to attempt those tasks at which they feel they can succeed and which are relevant to their lives. If students are to be successful in school and if they are to pursue lifelong learning, they must see learning as worthwhile. The competency-based curriculum is, therefore, a program of continuous learning based upon the individual student's needs, interests, and stages of development. The curriculum provides opportunities for the student to develop self-expression, to learn to communicate effectively, to maintain and develop both physical and emotional health, to choose among curriculum electives, and to become an active participant in the learning process. The importance of personalizing the curriculum to help each student reach her/his maximum potential is stressed.

Effective Teachers

It is the classroom teacher at each grade level or in each subject area who has the most direct influence on the implementation of the North Carolina Standard Course of Study and the competency-based curriculum. The ultimate task of integrating the curriculum must be performed by the classroom teacher through preparation for instruction and presentation of content. Student success in learning is assured when teachers use the information gained through monitoring and evaluation to determine appropriate instructional tasks and to provide appropriate feedback to students. What the teacher presents and how the teacher presents it determines whether students feel the task is relevant to their lives. The teacher's efficient management of instructional time and student behavior are also important to the successful implementation of the curriculum in each classroom.

Effective Schools

Several common characteristics will be present in the schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. These characteristics include strong instructional and administrative leadership by the principal of the school, dedicated and qualified teachers, an emphasis on curriculum and instruction, a positive school climate, ongoing evaluation based on student achievement, and good home/school relations. Strong instructional and administrative leadership by the principal means that the principal functions as the instructional leader, supports instructional effectiveness by the way in which the school is managed, and clearly communicates the school's mission to staff, students, and parents. Dedicated and qualified teachers care about their students, understand and support school-wide goals and procedures, work as a team, exhibit positive morale and enthusiasm for their work, and demonstrate their good training through application of the skills involved in quality teaching. An emphasis on curriculum and instruction includes clearly stated school-wide goals and objectives, structured staff development based on the

school's goals, curriculum continuity (alignment among school-wide goals, instructional approaches, materials used, and the assessment of students' needs, abilities, and interests), and a high percentage of student time-on-task. Elements of a positive school climate are a safe and orderly environment, a perceptible feeling of pride and school spirit in all that the school does, the communication of high academic and social expectations to students, and opportunities for student responsibility and involvement. Ongoing evaluation based on student achievement begins with early identification of students' needs, abilities, and interests, includes frequent monitoring of student progress in multiple ways (teacher observation, classroom activities, homework, teacher-made tests, mastery skills checklists, criterion-referenced tests), and results in appropriate instructional prescriptions to improve individual student performance and the school-wide instructional program. Good home/school relations are the outgrowth of effective, positive communication between the school and the home. This includes encouraging parents to help their children at home, making them feel they are appreciated by the school staff, and letting them know they are welcome in the school and have a part to play in school affairs. Good home/school relations increase parents' support of the school's instructional goals and disciplinary policies.

The characteristics described above will be found in the elementary, middle/junior high, and high schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. However, in each of these schools consideration must be given to the unique development needs--intellectual, physical, social, and emotional--of the students served. For example, the need of young children for concrete, hands-on experiences; the need of middle school children for transitional experiences in curriculum choices, scheduling, and conseling; and the need of high school students for the variety of curriculum choices provided by the comprehensive high school.

The North Carolina Standard Course of Study and the competency-based curriculum represent a comprehensive, integrated course of study; however no document by itself has ever made the ultimate difference in the quality of education which children receive. Principals who function as instructional leaders and teachers who make use of their most effective teaching skills will appropriately implement the competency-based curriculum and thus insure that the children of North Carolina receive a quality education.

Thinking Skills

In order to become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop the ability to think. Thinking skills should be developed and reinforced throughout the curriculum and during every activity of the school day. It is also important that students be helped to apply these skills to "real life" situations outside the school.

The most frequently used system for classifying thinking skills is Bloom's (1956) Taxonomy. This system, with adaptations made by Sanders (1966) and Soar et al. (1969), was used in the integration of thinking skills throughout the Teacher Handbook for the competency-based curriculum. These skills fall into seven broad categories--memory, translation, interpretation, application, analysis, synthesis, and evaluation.

The most basic thinking skills are memory and translation. Memory involves the ability to remember specific pieces of information or facts such as names, dates, events, and rules. Translation requires the student to remember specifics and to understand or express them in her/his own terms. One example of a translation skill is the student's ability to restate a classroom rule in her/his own words. Another example is the ability to read the mathematical symbol "+" as "plus".

Remembering isolated bits of information or even restating that information in one's own words does not necessarily require reasoning on the part of the student. Higher-level thinking skills are defined as those processes which require thinking or reasoning above the levels of memory or translation--interpretation, application, analysis, synthesis, and evaluation.

Students begin to demonstrate their ability to reason through interpreting information, applying what is learned in one situation to a new situation, and analyzing information. Ways in which a student might demonstrate the ability to interpret information are to list the similarities and differences between two or more objects or to tell why a particular classroom rule was established. A student demonstrates a degree of ability in the category of application when s/he is able to explain how the principle of representative government at the state and federal levels may apply to the election of officers to the student council. A student who reads a newspaper editorial and is able to distinguish fact from opinion, point out unstated assumptions, and recognize bias is demonstrating skills of analysis.

When students apply skills of analysis, they are taking apart a whole. When students apply synthesis skills, they are creating a whole that is unique or new to them. Synthesis is usually equated with creativity. Composing a song, building a model house, or formulating a hypothesis during a science experiment are examples of synthesis activities.

Evaluation is distinct from opinion in that evaluation is the conscious making of judgments based on evidence or criteria. Opinion is usually formed from an emotional or affective base. Students serving as jurors during a simulated trial are using evaluation skills or making judgments based on evidence. Students critiquing one another's writing based on established elements of style are using evaluation skills or making judgments based on criteria.

To insure that students develop higher-level thinking skills they should be guided in the use of these skills in each subject area at each grade level and in their application to "real life" situations. When developing lesson plans, teachers should prepare tasks and questions at a variety of cognitive levels. However, strict adherence to previously prepared questions may inhibit rather than enhance a class discussion. Furthermore, it is often difficult to think of appropriately worded higher-level questions in the midst of a good classroom discussion. The following simple strategies will lead to the asking of higher-level questions and the giving of higher-level responses:

1. Before starting an activity, explain to the learner what you are going to do.
2. Before starting an activity, give the learner time to familiarize her/himself with the materials.
3. Ask questions which require multiple word answers.
   (e.g., "Why did he choose that path?")
4. Ask questions which have more than one correct answer.
   (e.g., "What things make people happy?")
5. Encourage the learner to enlarge upon her/his answer.
   (e.g., "Tell us more about that.")
6. Get the learner to make judgments on the basis of evidence rather than by guessing.
   (e.g., "You said . . . Read the line in the book that made you think that.")
7. Give the learner time to think about the problem; don't be too quick to help.
   (e.g., Wait at least five seconds before prompting or asking another question.)
8. Get the learner to ask questions.
   (e.g., "If the astronaut were in our classroom, what questions would you ask her?")
9. Praise the learner when s/he does well or takes small steps in the right direction.
10. Let the learner know when her/his answer or work is wrong, but do so in a positive or neutral manner. (Desirable Teaching Behavior Task Force, 1976)

The following are examples of two levels of activities (K-1 and above K-1) within the seven categories of thinking skills and two categories of questions or statements (affectivity and procedure) outside the seven categories of thinking skills:

Florida Taxonomy of Cognitive Behavior--K-1 Form (Soar et al., 1969)

1. Memory--items at this level are intended to represent no activity other than rote memory. The pupil is expected to give back an idea in the same form it was given, without changing the nature of the idea or the form in which it was expressed.

   a. repeats from memory
   b. repeats other
   c. repeats in sequence
   d. choral response
   e. spells
   f. gives/receives information
   g. seeks information

2. Translation--the intent of this category is to identify pupil activities involved in changing the form in which an idea is expressed, but not in changing or manipulating the idea itself.

   a. sounds letters
   b. names pictures, objects, colors, letters
   c. copies letter, number, work (learned)
   d. gives/follows directions
   e. describes situation, event
   f. reports experience (2+ thoughts)
   g. describes situation, event
   h. recognizes word (sight words)
   i. translates one language into another or vice versa (e.g., math symbols into words or Spanish into English)
   j. asks/gives permission
   k. puts into own words

3. Interpretation--the activities in this category are those of making comparisons, identifying similarities or differences, identifying relatedness, or carrying out a process in which the child has previously been instructed, when told that the process is appropriate.

   a. sounds out word
   b. classifies (1 attribute)
   c. counts
   d. adds/subtracts
   e. uses units, tens
   f. compares letters, numbers
   g. copies letters(s), number(s)--learning
   h. gives class name (vehicle, etc.)
   i. identifies similarities, differences
   j. asks/gives reason (opinion)
   k. names sensation
   l. performs learned task or process
   m. relates terms (e.g., 1/first, little/small, purple/violet/lavender)
   n. makes comparisons
   o. describes what may be seen to be happening in a picture

4. Application--one of the central aspects of application is that the student is able to select from past learning that which is appropriate for the current situation, and apply it. In interpretation a process was carried out when specified, but here the pupil must decide her/himself what process should be applied. Organization and the interrelationships between two or more ideas are central.

   a. classification (2+ attributes)
   b. directs learning game
   c. creates arithmetic problem
   d. writes/types sentence
   e. asks/tells who, what, or where
   f. seriates (alphabetizes)
   g. applies previous learning to new situation
   h. reads (thought unit)
   i. selects and carries out process

5. Analysis--the central elements in this category are those of inferring causation, motivation, or feelings from information given about the setting and the behavior of the people involved, or of identifying information which supports a conclusion, or establishing the accuracy of a process. The selection and use of relevant supporting data is the central process.

   a. verifies equation balance
   b. infers feeling or motive
   c. infers causality (tells why)
   d. cites evidence for conclusions

6. Synthesis--the central idea of the synthesis category is that the child organize ideas in a way that is new to her/him, or projects probable consequences of a given behavior, or formulates a plan or set of rules to deal with anticipated difficulties, or produces something which is new to her/him.

   a. elaborates on picture or story
   b. proposes plan or rule
   c. play-acts
   d. makes up story
   e. makes fantasied object (e.g., sand or clay)
   f. makes common object (e.g., sand or clay)
   g. draws/colors common object
   h. draws/colors fantasied object
   i. makes predictions based on available facts

7. Evaluation--the central concept of evaluation is that there must exist a set of standards or criteria against which behavior or some sort of product is compared.

   a. compares with criteria or rule
   b. compares with plan

Florida Taxonomy of Cognitive Behavior (Brown et al., 1968)

1. Knowledge (memory)

1.1 Knowledge of Specifics--requires the memorization of information or knowledge which can be isolated or remembered separately, the smallest meaningful bits.

a. reads
b. spells
c. identifies something by name
d. defines meaning of term
e. gives a specific fact
f. tells about an event

1.2 Knowledge of Ways & Means of Dealing with Specifics--requires knowledge about the manner in which specific information is handled--the ways of organizing, working, and evaluating ideas and phenomena which form the connecting links between specifics. It does not require the learner to deal actually with the specifics her/himself, but rather to know of their existence and possible use. Thus, s/he may be expected to state a previously encountered principle or generalization, but not to develop one. The items which belong to this category refer to processes rather than products of processes; they usually represent higher abstractions than the items of the preceding category.

a. recognizes symbol
b. cites rule
c. gives chronological sequence
d. gives steps of process, describes method
e. cites trend
f. names classification system or standard
g. names what fits given system or standard

1.3 Knowledge of Universals & Abstractions--deals with the highest of abstractions at the memory level. In order to evidence this behavior the individual must know major generalizations, their interrelations, and patterns into which information can be organized and structured. These items reflect the major concepts which comprise the framework of a discipline or major area of knowledge. The four items in this category are descriptions of behavior which would identify or verbalize a major concept.

a. states generalized concept or idea
b. states a principle, law, or theory
c. tells about organization or structure
d. recalls name of principle, law, or theory

2. Translation--is dependent upon possession of relevant knowledge. The task is to convert communication into known terms; it requires the understanding of the literal message in the communication. Communication is used here in its broadest sense; it could be a demonstration, a field trip, a musical work, a verbal message, or be demonstrated in pictorial or symbolic form.

a. restates in own words or briefer terms
b. gives concrete example of an abstract idea
c. verbalizes from a graphic representation
d. translates verbalization into graphic form
e. translates figurative statement to literal statement or vice versa
f. translates foreign language into English or vice versa

3. Interpretation--individual not only identifies and comprehends ideas, as in translation, but also understands their relationships. It goes beyond repetition and rephrasing the parts of a communication to determine the larger and more general ideas contained in it. Thus, comprehension may require reordering into a new configuration in the mind of a person, involving the determination of the relative importance of ideas and the interrelationships. However, the thinking is dependent upon what is given to the student--s/he is not expected to bring abstractions from other experiences into the situation.

   a. gives reason (tells why)
   b. shows similarities or differences
   c. summarizes or concludes from observation of evidence
   d. shows cause and effect relationship
   e. gives analogy, simile, metaphor
   f. performs a directed task or process

4. Application--individual must know an abstraction well enough to be able to demonstrate its use in a new situation. The task is to bring to bear upon given material or situation the appropriate information, generalizations or principles that are required to solve a problem. Application, as distinguished from comprehension, involves transfer of training. It is based on an individual's being able to apply previous learning to a new or novel situation without having to be shown how to use it. The problem itself is given.

   a. applies previous learning to a new situation
   b. applies principle to new situation
   c. applies abstract knowledge in a practical situation
   d. identifies, selects, and carries out process

5. Analysis--describes cognitive behavior in which there is an emphasis on the breakdown of material into its parts in order to detect the relationships of the parts and the way they are organized. The first four items at this level describe skills used in the identification or classification of the elements of the communication.

   a. distinguishes fact from opinion
   b. distinguishes fact from hypothesis
   c. distinguishes conclusions from statements which support it
   d. points out unstated assumption
   e. shows interaction or relation of elements
   f. points out particulars to justify conclusion
   g. checks hypothesis with given information

h. distinguishes relevant from irrelevant information
i. detects error in thinking
j. infers purpose, point of view, thoughts, feelings
k. recognizes bias or propaganda

6. Synthesis (creativity)--represents cognitive activities in which the individual puts together elements and parts in order to form a whole in such a way as to constitute a pattern or structure that was not stated before. This entails recombining parts of earlier experiences in a new organization that is unique to the synthesizer. In analysis, the person takes apart a given whole; in synthesis s/he creates a whole.

   a. reorganizes ideas, materials, processes
   b. produces unique communication or divergent idea
   c. produces a plan, proposed set of operations
   d. designs an apparatus
   e. designs a structure
   f. devises scheme for classifying information
   g. formulates hypothesis, intelligent guess
   h. makes deductions from abstract symbols, propositions
   i. draws inductive generalization from specifics

7. Evaluation--describes activities of conscious judgment making; involves use of criteria or standards to determine the worth or value of methods, materials, or ideas. Evaluations must be distinguished from opinions which are usually made from an emotional or affective base.

   a. evaluates something from evidence
   b. evaluates something from criteria

Noncognitive Categories of Questions/Statements or Tasks (Davis & Tinsley, 1967)

Affectivity--questions/statements or tasks which elicit feeling, emotion, or opinion without a standard of appraisal, e.g., "How does the story make you feel?" or "Wasn't that a good story!"

Procedure--questions/statements or tasks related to organization, behavior, or management, e.g., "Are you listening to me?" or "Please get ready for class to begin."

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Programs for Exceptional Children

Exceptional children are (1) learners who because of permanent or temporary mental, physical, or emotional handicaps need special education and are unable to have all their educational needs met in a regular class without special education or related services, or (2) learners who demonstrate or have the potential to demonstrate outstanding intellectual aptitude and specific academic ability and, in order to develop these abilities, may require differentiated educational services beyond those ordinarily provided by the regular school program. Classifications of exceptional children include those who are autistic, academically gifted, hearing impaired (deaf or hard of hearing), mentally handicapped (educable, trainable, or severely/profoundly), multi-handicapped, orthopedically impaired, other health impaired, pregnant, behaviorally/emotionally handicapped, specific learning disabled, speech/language impaired, and visually impaired (blind or partially-sighted).

The primary purpose of exceptional children programs is to insure that handicapped and gifted learners develop mentally, physically, and emotionally to the maximum extent possible through the provision of an appropriate, individualized education in the proper setting.

Curricula for most exceptional learners follow the curricula designed for learners in general education. However, modification of instructional programs, creative instructional approaches, individualized programming, and appropriate selection and use of curricula are necessary to meet the special needs of exceptional learners. In curricula, emphasis must be given to instruction in arts education, communication skills, healthful living, mathematics, library/media skills, science, social studies, and vocational education. Attention must be focused upon cognitive, affective, psychomotor, and vocational development within the curricular areas. The Individualized Education Program for the handicapped and the Group Education Program for the academically gifted, both of which are based upon a comprehensive assessment, are to state in writing the special curricular offerings to be provided to each exceptional learner.

The Individual Education Program for the handicapped requires objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether or not short-term instructional objectives have been achieved. The Group Education Program for the academically gifted requires annual goals and evaluation methods. All special education instruction provided to handicapped and academically gifted learners is to be individualized and designed to meet unique learning needs.

Learning outcomes--knowledge, skills, concepts, understandings, and attitudes--for the handicapped and the academically gifted will differ from learner to learner. For many exceptional learners, the same learning outcomes developed for learners in general education will be appropriate. Some exceptional learners will meet the learning outcomes at a different time and in a different manner than learners in general education. Some handicapped learners might not meet the learning outcomes in general education and will need a totally different curriculum.

The majority of handicapped and academically gifted learners spend a portion of their instructional day within general education, integrated into classes with non-handicapped and nonacademically gifted learners. General education teachers, as well as exceptional education teachers, must be familiar with curricula and capable of selecting appropriate curricular goals and objectives based upon the unique educational needs of each learner as determined by comprehensive assessment, and as stated in the Individualized Education Program for exceptional learners, emphasis needs to be placed on instructional techniques rather than differentiated or modified curricula.

While the general education curricula are appropriate for most exceptional learners, there are times when the teacher must vary the curricular content: some children are not ready for certain types of curricular content at the usual age; some disabilities prevent or make difficult participation in certain learning experiences; different levels of ability may limit or encourage participation in certain school subjects; and some learners spend less time in school. Curricular choice is determined by need.

Curricular goals must be oriented toward skills and application instead of general knowledge. The goals must include skills related to maintaining health, communicating ideas, achieving personal and social growth, handling money concerns, working with measurements, getting along in an expanding community, coping with the physical environment, maintaining a home, using leisure time, and career development.

The competency-based curriculum is to be maximized for exceptional learners. Teachers must be familiar with the curriculum, making judicial use of it in the instructional program for handicapped and academically gifted learners.

Notes to Those Using the TEACHER HANDBOOK

The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

Definitions

Competency Goals: broad statements of general direction or purpose.

Objectives: specific statements of what the student will know or be able to do.

Measures: a variety of suggestions for ways in which the student may demonstrate s/he is able to meet the objective.

How to Read the Goals, Objectives, and Measures

Competency Goals have been written as complete sentences stating why the learner should be able to meet the stated objectives, e.g., "The learner will know causes and events of the settlement of the West."

For purposes of clarity and brevity Objectives have been written as phrases or clauses beginning with a verb, e.g., "Know the importance of railroads in the settlement of the West." These phrases or clauses would logically be preceded by "The learner will (know the importance of railroads in the settlement of the West)."

For purposes of clarity and brevity Measures have also been written as phrases or clauses beginning with a verb, e.g., "Describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation." These phrases or clauses would logically be preceded by "One way (or some ways) a student may demonstrate s/he is able to meet successfully the objective is to (describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation)."

Appendix E is an example of a page from the Teacher Handbook for the competency-based curriculum.

Student Placement

From kindergarten through eighth grade each skill or subject area has been divided into grade levels. This was done in order to make it easier for teachers to gain a general idea of what should be covered at each grade level. In order that instruction fit the individual needs of each student, it is most important that the classroom teacher use the activities in the Measures column to determine the appropriate placement for each child. For example, if a second-grade student is not able to complete successfully the Measures in the reading skills section at the second-grade level, Measures at the first-grade or kindergarten level should be administered. When the base level at which the child can perform successfully has been determined, instruction should begin with and proceed from that level of Competency Goals and Objectives.

The Measures column includes a variety of suggested means for assessing student performance including informal measurements (e.g., manipulatives, oral reports, role playing, projects, and some paper and pencil activities) and formal measurements (e.g., items for teacher-made tests, criterion referenced tests, and/or standardized tests). Some of the items in this column may be administered in whole-group or small-group situations; others should be given only to individual students. These items may be used for the purpose of pretesting to determine appropriate student placement, for monitoring ongoing student progress, and/or for post-testing to determine student learning.

It is apparent that in order for students to be placed appropriately for instruction (particularly in first through eighth grade), each teacher must have at least one, and preferably two or more, grade levels of the competency-based curriculum on each side of the grade s/he is teaching. It must be remembered that the higher the grade level the greater the span of students' needs and, therefore, the greater the need for a teacher to have a wider grade span of the curriculum available. An adequate grade span of the curriculum is also important for teachers of exceptional children at all grade levels.

Responsibility for Implementation

The North Carolina Standard Course of Study specifies which skills and subjects are to be taught at each grade level from kindergarten through grade twelve. The skills to be taught or developed at all grade levels are communication skills, library/media skills, thinking skills, and affective skills. The subjects to be taught from kindergarten through grade six are arts education, healthful living, mathematics, science, second language studies, and social studies. The same subjects, with the addition of vocational education, are to be taught in grades seven through twelve.

The Teacher Handbook for the competency-based curriculum provides recommendations for what should be taught in each skills or subject area from kindergarten through eighth grade and in each course from ninth through twelfth grade. Each teacher's primary responsibility is to teach the subject(s) or courses which s/he is specifically assigned, as well as to help students develop thinking and affective skills. However, each teacher also has a responsibility for appropriately integrating other skills (communication, library/media) and subjects (arts, healthful living, mathematics, science, second language studies, social studies, and vocational education) into the skills or subject areas which are her/his specific assignment.

Teachers in departmentalized schools at the middle/junior high or secondary levels have a responsibility for integrating curriculum in several ways. These include: (1) the integration of curriculum within their subject area in order to help students to make a smooth transition from one level to the next, e.g., from English I to English II, from Algebra I to Algebra II, from French II to French III; (2) the appropriate integration and development of those skills which are every teacher's responsibility (thinking and affective skills); and (3) whenever appropriate, the integration of other skills and subjects into their specifically assigned subject or skills area.

The Teacher Handbook for the competency-based curriculum serves as a resource guide for the integration of all skills and subjects in departmentalized situations. Teachers may look over the curriculum within the specific skills or subject area for which they are responsible in order to determine the overall scope and sequence. They may look at the outlines for thinking and affective skills in order to determine which of those skills have been integrated into their particular segments of the curriculum or to determine how they may integrate additional thinking and affective skills. Looking over other skills and subject areas will help teachers determine what should be appropriately integrated into their own areas. For example, while it is a primary responsibility of the high school English teacher to teach writing and speaking skills, the high school social studies teacher must be familiar with those skills and has a responsibility for reinforcing those skills in the written and oral work done in the social studies classes. Prior to beginning written and oral reports the social studies teacher should review the writing and speaking skills portions of the communications skills curriculum, using these as guidelines for instruction and the development of student assignments. Similar examples could be given with mathematics and science teachers or English and vocational education teachers.

Teachers in self-contained classrooms at the elementary, middle/junior high, or high school levels have the primary responsibility for integrating the curriculum in a variety of ways. These include: (1) integrating the curriculum within each skills or subject area in order to help students make a smooth transition from one grade level to the next; (2) integrating thinking skills and affective skills throughout all areas of the curriculum; (3) the integration of skills and subjects whenever possible though units of study;

(4) integrating skills and subjects introduced by teachers or specialists outside the homeroom into what is being taught within the homeroom; and (5) coordinating the efforts of teachers outside the homeroom (teachers of arts education, physical education, exceptional children, and library/media specialists, or guidance counselors) in order to supplement the homeroom curriculum. The Teacher Handbook for the competency-based curriculum serves as a guide for the integration of skills and subjects in self-contained situations as it does in departmentalized situations.

The principal shares in the responsibility for the successful implementation of the competency-based curriculum. The implementation and integration of the curriculum should be the focal point for decisions made by the principal in the role of instructional and administrative leader. Decisions made with respect to scheduling, disposition of student discipline, uninterrupted time for classroom instruction, and the distribution of materials and supplies may each serve to facilitate or frustrate the successful implementation and integration of the curriculum.

Staff within the area of Instructional Services at the North Carolina Department of Public Instruction also share responsibility for the successful implementation of the competency-based curriculum. Staff from the Regional Education Centers and Raleigh are, of course, available to assist Local Education Agencies in the implementation of the curriculum.

Use of Textbooks

The North Carolina Standard Course of Study is the curriculum approved for the public schools of North Carolina. Textbooks supplement this curriculum. With reference to their appropriateness for use with the North Carolina Standard Course of Study, textbooks are reviewed and recommended by the Textbook Commission. The State Board of Education then adopts a list of textbooks from which school districts make individual selections. Appendix G is a description of this process. If textbooks are at variance with the curriculum, the North Carolina Standard Course of Study takes precedence.

Computer Access

The North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum (with the exception of mathematics grades 7-12) have been entered on the IBM 5520 computer at the State Department of Public Instruction. Each skills or subject area at each grade level has been entered as a separate document. This allows Local Education Agencies, Institutions of Higher Education, and others with access to the mainframe in Raleigh to call up and print out any portion of the curriculum, e.g., any skills or subject area across all grade levels, all skills and subjects for one particular grade level, one subject at one grade level, or the entire competency-based curriculum. Those with access to the mainframe will, therefore, have immediate access to any revisions or additions to the curriculum.

Activities and Resources

The development or cataloging of activities and resources to assist in the implementation of the competency-based curriculum is an ongoing activity of Instructional Services staff working with teachers and others in each of the Local Education Agencies. Concentrating this effort in the local school districts provides teachers the opportunity to become familiar with the curriculum. As activities and resources are developed for each skills or subject area, they will be made available for State-wide dissemination through the IBM mainframe.

Working Space

Working space has been left at the end of goals throughout the Teacher Handbook for the competency-based curriculum. This space has been provided so that teachers may write in additional objectives and measures and/or make notes regarding instruction, activities, and resources.

How to Make Suggestions for Additions or Revisions

As with any viable curriculum, the Teacher Handbook for the competency-based curriculum must be open to constant review, expansion, and revision in order that it continue to meet the needs of the children of this State. Anyone having suggestions for additions to or revisions of this curriculum may complete and submit the form in Appendix I, or may contact:

Joseph B. Webb
Assistant State Superintendent
for Instructional Services
Education Building
Raleigh, NC 27611

Prevocational Education

COMPETENCY-BASED CURRICULUM

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

VOCATIONAL EDUCATION

PURPOSE AND OVERVIEW

The overall mission of vocational education in the public schools is to provide a program capable of meeting the individual needs, interests, abilities, and aspirations of each student which is realistic in light of actual or anticipated opportunities for gainful employment, advanced education, and practical life application.

Specific purposes of vocational education are to:

1. Prepare individuals for entry-level employment in recognized occupations, new occupations, and emerging occupations at various levels of competence.

2. Prepare individuals for participation in advanced or highly skilled post-secondary vocational and technical education.

3. Provide individuals with laboratory experiences and activities which assist them in the making of informed and meaningful occupational choices, and/or which serve as the foundation for skilled vocational-technical education.

4. Provide individuals with laboratory experiences and activities which assist them in: (a) making informed consumer decisions; and (b) the application of practical life skills.

Competency-based courses are offered in eight vocational program areas:

1. Prevocational Education
2. Agricultural Education
3. Business and Office Education
4. Marketing Education
5. Health Occupations Education
6. Home Economics Education
7. Industrial Arts Education
8. Trade and Industrial Education

Vocational education provides appropriate programs and/or supportive services for persons who have academic, socioeconomic, and/or other disadvantages or handicaps that prevent them from succeeding in regular programs. It serves both in-school and out-of-school youths as well as

adults.* Guidance, placement, and follow-up are also integral components of this program.

Target Groups

The major target group to be served by vocational education programs are youths in grades 7-12. In planning a vocational education competency-based curriculum, the following groups are listed in priority order for determining which target populations are to be served:

1. Students desiring immediate employment upon termination of high school. This group may include those who drop out or who graduate from high school, and desire to enter directly into the labor force.

2. Students who will engage in nongainful employment. This group includes students who apply their vocationally-related skills in situations without receiving pay. Examples are homemakers and volunteers.

3. Students who will engage in post-secondary training and education at less than the baccalaureate degree level. This group includes those persons who will pursue one-year, two-year, or other training programs in business schools, apprenticeship programs, technical colleges, and technical institutes, but who will not pursue a four-year college program. It may also include students who go directly into the military from high school.

4. Students who will pursue four-year or longer-term college degrees in fields related to vocational program areas.

5. Students who pursue nonvocationally-related college programs and who wish to develop practical life skills related to vocational educational and/or to develop certain vocationally-related skills transferable to other career settings.

*NOTE: For purposes of this publication, "youths" is defined as persons between the ages of five and eighteen. "Adults" refers to the those persons over the age of eighteen. This is in support of, and not in conflict with, adult education provided by the community college system.

Philosophy

The State Board of Education has responsibility for providing direction and leadership to vocational education. This leadership is provided through the Master Plan for Vocational Education and other federally required plans.

The Master Plan encompasses all activities and programs, provides the framework for all other plans, and incorporates the vocational education philosophy of the State Board of Education. Implied within the philosophy of the State Board of Education are the following:

1. Vocational courses should be open to students regardless of race, sex, national origin, or handicapping conditions. Appropriate programs should be made available to students who have left high school and wish to pursue a course of study.

2. Teaching transferable skills and knowledge is important in preparing students to become adaptable in a changing work environment.

3. General education and vocational education are interdependent. General education programs should provide an awareness of career opportunities in their fields and how each is applied in the world of work. Vocational instruction should provide opportunities for students to apply communication and computation skills and other general education learnings to special occupational areas.

4. Employment needs and student aspirations should determine which occupational programs to offer with employment needs taking priority.

5. High quality vocational education programs require extensive planning with policies and guidelines from the state and federal government providing direction.

6. Input from local advisory committees, employment data, student surveys, and student follow-up are all necessary in planning, implementing, and evaluating local vocational programs.

7. Each student should be furnished written documentation of specific competencies achieved through participation in a vocational education program.

8. Counselors and all vocational teachers should form linkages with business, industry, and the community to increase the relevance of school for the work place. As a result, students should have the opportunity to participate in cooperative work experiences, internships, shadowing, and apprenticeships.

9. All students in vocational education should have an opportunity to develop and extend their learnings through participation in active vocational student organizations. The program of work for each

organization should be based on instructional competencies and be an integral part of the vocational program.

10. Strong vocational guidance, counseling, job placement, and follow-up services should be available to assist students in planning for their careers and enrolling in appropriate courses.

Planning and Designing the Curriculum

Trends in our society, as well as specific factors in the economy, technology, educational system, and the labor market influence planning an appropriate vocational education program. Vocational education planners need to design programs which will accommodate:

1. The availability of resources.
2. Changes in population characteristics.
3. Labor needs in new and emerging occupations, including small business ownership.
4. Labor needs in existing occupations with greater than average anticipated growth.
5. The rapid rates of increase in employment projected for the service sector of the public and private economy.
6. A projected decrease in occupations requiring a four-year college preparation.
7. The rapid changes in consumer technology.
8. Changes in individual and family lifestyles.

When designing the curriculum for a given school or the total school system, local planning personnel will need to organize a comprehensive and appropriate sequence of vocational offerings for students enrolled in grades 7-12 based on an assessment of the (1) student needs, interests, and aspirations, and (2) labor market demands and projections.

The following figure illustrates the minimal/ideal number of vocational program areas from which offerings may be selected to accommodate the elective program for a balanced, comprehensive secondary school system.

COURSE OF STUDY

MINIMUM PROGRAM	DESIRABLE PROGRAM	HIGHLY DESIRABLE PROGRAM*
Prevocational Program	Prevocational Program	Prevocational Program
PLUS	PLUS	PLUS
Introductory/Skill Development in a Single Sequence in no less than Three Program Areas	Introductory/Skill Development in Multiple Sequences in no less than Five Program Areas	Skill Development in Multiple Sequences in Seven Program Areas
		PLUS
		Specialized Non-sequenced Courses

*In a highly desirable program, students would also be provided the opportunity to participate in independent study or independent study combined with challenge exams for credit in programs which cannot be offered as formal courses in the school system.

Priority is to be given to the vocational skill development component of the program. However, planning must ensure that through the selection and combination of specific course offerings from the eight program areas, all students in grades 7-12 are given a chance to explore the world of work, begin to appraise their own individual talents, interests, aptitudes, and obtain vocational knowledge, skills, and attitudes in preparation for advanced training activities and/or practical life situations.

Within any program area of vocational education, the scope and sequence of course offerings may vary from district to district. In some program areas, it may take three or four courses to have a basic program while other program areas may require only one or two. What is basic in vocational education in any of the eight program areas is dependent upon the unique needs of an individual school district. To determine what is basic to a particular program area contact the district vocational education coordinator and review the Vocational Education: Program of Studies, Revised.

PREVOCATIONAL PROGRAM

Program Description

Prevocational Education is the focal point of vocational education at the middle school/junior high levels. The general purposes of the program are: (1) to assist students in developing skills in the decision-making process; (2) to assist them in developing plans regarding their occupational and educational futures; and (3) to assist the students in appraisal of their own abilities and goals. Instructional activities are designed for all male and female students.

Opportunities for leadership development and application of learned instructional competencies are provided by means of student participation in the Career Exploration Clubs of North Carolina (CECNC). This student organization is an integral component of the Prevocational Educational instructional program.

Learning Outcomes

The major objectives for Prevocational Education are that students will:

1. Identify their individual interests, abilities, and goals.
2. Develop positive self-concepts, positive attitudes toward work, and social skills necessary for effective relationships.
3. Recognize the dignity of each occupation and appreciate the contributions which each makes to society.
4. Explore employment trends and the nature of work in a wide range of careers related to their personal interests, abilities, and goals.
5. Explore and successfully participate in job tasks related to a variety of careers.
6. Explore basic processes of production, processing, servicing, and distribution in the American economy.
7. Practice creativity, initiative, and decision-making in solving problems related to career planning and satisfaction of personal, occupational, and family responsibilities.
8. Formulate educational plans in line with employment possibilities and appraisal of personal potential.

Scope and Sequence of Prevocational Education

Prevocational Education is taught by a team of teachers and requires laboratories conducive to activities which are related to 15 occupational clusters. The activities are occupational in nature, represent and simulate typical job tasks, include concepts representative of the world of work, and assist students in self-appraisal.

There are five exploratory laboratories in the comprehensive prevocational program. These labs are for Business Occupations, Environmental Occupations, Industrial Occupations, Service Occupations, and the Occupational Information Center (OIC).

Listed below are the laboratories and clusters explored within the labs.

BUSINESS OCCUPATIONS EXPLORATORY LAB	ENVIRONMENTAL OCCUPATIONS EXPLORATORY LAB	INDUSTRIAL OCCUPATIONS EXPLORATORY LAB	SERVICE OCCUPATIONS EXPLORATORY LAB
Business & Office	Agribusiness & Natural Resources	Manufacturing	Consumer & Homemaking
Marketing & Distribution	Environmental Control	Construction	Health Occupations
Communications & Media	Marine Science	Transportation	Personal Service
	Hospitality & Recreation	Fine Arts & Humanities	Public Service
			Hospitality & Recreation

OCCUPATIONAL INFORMATION CENTER

Each lab is supported by materials in the Occupational Information Center.

Four laboratories provide the setting for students to engage in activities that simulate jobs in the world of work. Each lab integrates occupational information. However, the OIC also serves to assist in self-analysis, individual guidance, group guidance, etc. The basic purposes of the OIC are to: (1) identify student occupational interests, (2) enable students to narrow their occupational choices, and (3) enable students to examine their occupational choices in more depth.

The following chart provides an example of the scope and sequence which would allow the prevocational function to be offered within either a middle school or junior high school organizational structure.

SAMPLE SCOPE AND SEQUENCE FOR PREVOCATIONAL PROGRAMS

Grade 7	Grade 8	Grade 9
	OPTION A	
Prevocational Education(S)	Prevocational Education(S)	Prevocational Education(Y)
	OPTION B	
Prevocational Education(S)	Prevocational Education(S)	Introductory Program Area Courses(Y)
	OPTION C	
Prevocational Education(S)	Exploratory Program Area(S)	Introductory Program Area Courses(Y)

NOTE: Y = 1 year S = 1 semester

Prevocational Education Outline

1. Occupational Information Laboratory

    a. Identification of interests, values, abilities, aptitudes, and ambitions
    b. Examination of reasons why people work
    c. Examination of occupational equity
    d. Career research
        (1) worker trait groups
        (2) U.S. Department of Labor 15 career clusters
        (3) resources
        (4) stable, new, and emerging occupations to include labor market trends
    e. Career decision-making
        (1) influences on career decisions (economic, social, and family)
        (2) short range vs. long range goals
    f. Implementing career plans
        (1) individual four year plan
        (2) volunteer work
        (3) employability skills (seeking, finding, and keeping)

2. Research through Interest Groups

    a. Artistic
    b. Scientific
    c. Plants and animals
    d. Protective
    e. Mechanical
    f. Industrial
    g. Business detail
    h. Selling
    i. Accommodating
    j. Humanitarian
    k. Leading and influencing
    l. Physical performing

3. Research and Job Simulation through Career Clusters

    a. Industrial occupations laboratory--exploration activities and job simulations
        (1) transportation cluster
        (2) construction cluster
        (3) manufacturing cluster
        (4) fine arts and humanities cluster

b. Business occupations laboratory--exploration activities and job simulations
   (1) business and office cluster
   (2) marketing and distribution cluster
   (3) communications and media cluster
c. Environmental occupations laboratory--exploration activities and job simulations
   (1) agribusiness and natural resources cluster
   (2) environmental control cluster
   (3) marine science cluster
   (4) hospitality and recreation cluster
d. Service occupations exploratory lab
   (1) consumer and homemaking cluster
   (2) health occupations cluster
   (3) personal service cluster
   (4) public service cluster
   (5) hospitality and recreation cluster

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12 Skills/Subject Area: Prevocational Education

COMPETENCY GOAL 1: The learner will investigate the influence of personal interests, aptitudes, career values, and attitudes on career choices.

Objectives	Measures
1.1 Identify the importance of knowing oneself.	Refer to test item bank.
1.2 Explore her/his interests and abilities.	
1.3 Examine the influence of attitudes on career choices.	
1.4 Examine occupational bias and discrimination related to sex, race, and handicapping conditions.	
1.5 Identify the factors that influence self-concept.	
1.6 Describe the effects of self-concept on behavior.	
1.7 Describe the influences of role models on the development of positive self-esteem.	
1.8 Describe how performance contributes to self-esteem and job success.	
1.9 Practice behaviors that improve self-concept.	
1.10 Describe the influence income has on personal lifestyle.	
1.11 Investigate the effect career values, personal interests, personality, needs, and aspirations have on career choice.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12 Skills/Subject Area: Prevocational Education

COMPETENCY GOAL 2: The learner will apply the decision-making process to formulate tentative career plans.

Objectives	Measures
2.1 List steps in decision-making.	Refer to test item bank.
2.2 Explain the concept that individuals are responsible and accountable for their decisions.	
2.3 Demonstrate the problem-solving process as it applies to decision-making.	
2.4 Explain factors which contribute to realistic personal and career goals.	
2.5 Develop tentative, realistic career objectives.	
2.6 Prepare a personalized high school education plan.	
2.7 Discuss the importance of developing alternative career goals.	
2.8 Develop alternative personal and occupational plans for varied levels of education and training.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12 Skills/Subject Area: Prevocational Education

COMPETENCY GOAL 3: The learner will relate the importance of technology, productivity, and citizenship to the development of independent workers.

Objectives	Measures
3.1 Identify reasons people choose to work.	Refer to test item bank.
3.2 Discuss work ethics.	
3.3 Discuss the value and dignity that are inherent in work.	
3.4 Explain the interdependency of occupations.	
3.5 Examine the effect of technology on workers.	
3.6 Identify the influences economically independent workers have on the American society.	
3.7 Relate positive work habits to productivity in the American economy.	
3.8 Describe characteristics of the American economic system.	
3.9 Investigate how technology,production, distribution, and consumption influence employment opportunities.	
3.10 Participate in job tasks related to a current technology.	
3.11 Demonstrate the safe and responsible operation of simple tools, equipment, and materials used in exploratory activities.	

Skills/Subject Area: Prevocational Education

COMPETENCY GOAL 3: The learner will relate the importance of technology, productivity, and citizenship to the development of independent workers.

Objectives	Measures
3.12 Explain the effects of responsible use of materials and equipment on productivity.	
3.13 Explain the advantages of developing self-discipline, productive work habits, and positive attitudes.	
3.14 Examine factors which comprise responsible citizenship as a leader and as a supporter.	
3.15 Practice leadership and supportive roles in class.	
3.16 Demonstrate knowledge of parliamentary procedure.	
3.17 Participate in vocational student organization activities (CECNC) at the local, regional, and state levels.	
3.18 Apply concepts of vocational student organizations to effective citizenship.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12 Skills/Subject Area: Prevocational Education

COMPETENCY GOAL 4: The learner will analyze occupational and educational opportunities.

Objectives	Measures
4.1 Identify systems by which occupations are classified.	Refer to test item bank.
4.2 List information needed to examine an occupation.	
4.3 Identify occupational information resources.	
4.4 Use a variety of ways to investigate occupations.	
4.5 Simulate a variety of job tasks.	
4.6 Describe a worker's need for academic skills.	
4.7 Relate school subjects to potential careers.	
4.8 Examine senior high school educational opportunities.	
4.9 Examine educational and training options available for various exit levels.	
4.10 Investigate future trends in high interest occupational fields to include stable, new, and emerging occupations.	
4.11 Relate labor market trends to personal, educational, and career goals.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12 Skills/Subject Area: Prevocational Education

COMPETENCY GOAL 5: The learner will examine techniques designed to assure success in job seeking and maintaining employment.

Objectives	Measures
5.1 List employee behaviors critical to the needs of employers.	Refer to test item bank.
5.2 Discuss effective behaviors toward persons in authority.	
5.3 List strategies for coping with work-related conflict.	
5.4 Describe the effect of good grooming on employment.	
5.5 Practice effective oral and written communication skills.	
5.6 Apply computational skills to job tasks.	
5.7 Demonstrate the ability to follow directions.	
5.8 Explain the importance of interpersonal relationship skills.	
5.9 Assume responsibility for the completion of work.	
5.10 Compare the relationship of attitudes, interpersonal skills, and productivity to job success.	

Skills/Subject Area: Prevocational Education

COMPETENCY GOAL 5: The learner will examine techniques designed to assure success in job seeking and maintaining employment.

Objectives	Measures

5.11 Simulate employment-seeking skills applicable to the individual's stage of development.

a. Discuss the procedure for securing a work permit.

b. Demonstrate the process for obtaining a social security card.

c. Practice methods of preparing resumes.

d. Discuss letters of inquiry to companies as a part of the job search.

e. Practice using the telephone in the job search process.

f. Utilize "Help Wanted" ads in a job search.

g. Practice methods of writing and mailing letters of application.

h. Demonstrate methods of achieving a good interview.

5.12 Investigate requirements for job success in local businesses and industries.

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12

Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 1: The learner will analyze the influence of personal interests and abilities on the choice of employment opportunities.

Objectives	Measures
1.1 Analyze the effect individual interests have on career choice.	Refer to Competency/ Test Item Bank # VEC-VOCD-CG-0002 VEC-VOCD-CTIB-0002 pp. 217-222.
1.2 Identify the importance of determining personal strengths and weaknesses.	
1.3 Analyze the influence personality traits have on career patterns.	
1.4 Interpret the effects values have on work patterns.	
1.5 Analyze the influence aptitudes have on varied careers.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12

Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 2: The learner will analyze the influence of individual development on behavior.

Objectives	Measures
2.1 Discuss the influences that impact on self-concept.	Refer to Competency/ Test Item Bank # VEC-VOCD-CG-0002 VEC-VOCD-CTIB-0002 pp. 223-226.
2.2 Examine the effects of self-concept on behavior.	
2.3 Examine factors that indicate a self-assured person.	
2.4 Examine the effect self-concept has on job choice.	
2.5 Discuss the influence self-concept has on job success.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12

Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 3: The learner will demonstrate methods of career decision-making.

Objectives	Measures
3.1 Identify factors that influence career decision-making.	Refer to Competency/ Test Item Bank # VEC-VOCD-CG-0002 VEC-VOCD-CTIB-0002 pp. 227-238.
3.2 Discuss the importance of establishing short and long term career goals.	
3.3 Justify the need to formulate an educational/ career plan.	
3.4 Examine educational opportunities provided in postsecondary training.	
3.5 Explore varied media for needed career information.	
3.6 Engage in the problem solving process as it applies to career decision-making.	
3.7 Investigate a variety of occupations.	
3.8 Examine nontraditional job opportunities.	
3.9 Research new and emerging careers and the factors that influence change.	
3.10 Analyze the need to develop alternative career goals.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12

Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 4: The learner will familiarize her/himself with the types of forms, materials, certificates, and other credentials needed for employment.

Objectives	Measures
4.1 Identify documents that may be needed to secure employment.	Refer to Competency/ Test Item Bank # VEC-VOCD-CG-0002 VEC-VOCD-CTIB-0002 pp. 239-249.
4.2 Discuss and practice the procedure for securing a work permit.	
4.3 Examine and demonstrate the procedure for obtaining a social security card.	
4.4 Discuss the process for obtaining a birth certificate.	
4.5 Analyze the importance of having reliable transportation.	
4.6 Examine the effect of having a driver's license on job choice.	
4.7 Discuss the influence of education on job choice.	
4.8 Examine the need for references during the job seeking process.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12 Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 5: The learner will analyze the function and content of resumes.

Objectives	Measures
5.1 Analyze the purposes and uses of resumes.	Refer to Competency/ Test Item Bank # VEC-VOCD-CG-0002
5.2 Identify information that may appear on a resume.	VEC-VOCD-CTIB-0002
5.3 Compare resume formats for varied situations.	
5.4 Describe and practice the characteristics of a good resume.	
5.5 Interpret the influence of a prepared resume on the job seeking process.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12

Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 6: The learner will investigate sources for possible employment opportunities.

Objectives	Measures
6.1 Examine sources of job openings.	Refer to Competency/ Test Item Bank # VEC-VOCD-CG-0002 VEC-VOCD-CTIB-0002 pp. 256-264.
6.2 Practice using personal contacts as a source of job leads.	
6.3 Discuss letters of inquiry to companies as a part of the job search.	
6.4 Practice using the telephone in the job search process.	
6.5 Analyze and practice the walk-in approach during the job hunt.	
6.6 Utilize "Help Wanted" ads in a job search.	
6.7 Understand the functions and use of employment services.	
6.8 Analyze procedures for determining which job openings to pursue.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12

Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 7: The learner will examine the need for and uses of a letter of application.

Objectives	Measures
7.1 Analyze the purposes for and intent of letters of application.	Refer to Competency/ Test Item Bank # VEC-VOCD-CG-0002 VEC-VOCD-CTIB-0002 pp. 268-270.
7.2 Identify information which may appear in a letter of application.	
7.3 Suggest characteristics of a well prepared letter of application and practice methods of writing and sending letters of application.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12

Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 8: The learner will analyze varied job applications and their influence on employment.

Objectives	Measures
8.1 Examine the categories of information needed to complete an application.	Refer to Competency/ Test Item Bank # VEC-VOCD-CG-0002 VEC-VOCD-CTIB-0002 pp. 271-278.
8.2 Demonstrate varieties of appropriately completed applications.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12

Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 9: The learner will analyze the functions and importance of the interview, its process, and its components.

Objectives	Measures
9.1 Discuss the purpose of the interview.	Refer to Competency/ Test Item Bank # VEC-VOCD-CG-0002 pp. 279-294.
9.2 Analyze the types of interviews encountered during a job hunt.	
9.3 Analyze the stages of the interview process.	
9.4 Discuss the importance of conducting research about the company and/or industry before the interview.	
9.5 Predict some questions the applicant should direct to the employer while being interviewed.	
9.6 Examine the influence of personal appearance on the job interview process.	
9.7 Interpret the influence of body language upon the interview.	
9.8 Examine common problems which inhibit the success of the interview.	
9.9 Describe and demonstrate methods for achieving a good interview.	
9.10 Examine follow-up procedures upon completion of the interview.	

Skills/Subject Area: Prevocational Education/Pre-employability Skills

COMPETENCY GOAL 9: The learner will analyze the functions and importance of the interview, its process, and its components.

Objectives	Measures
9.11 Recognize the function and value of employment tests.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12

Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 10: The learner will analyze types and purposes of forms that may be required in the employment process.

Objectives	Measures
10.1 Describe the need for and uses of paycheck deductions, and practice methods of completing a federal government W-4 form (Employees Withholding Allowance Certificate) and a state government form NC-4.	Refer to Competency/ Test Item Bank # VEC-VOCD-CG-0002 VEC-VOCD-CTIB-0002 pp. 295-299.
10.2 Identify other types of forms one may encounter in the job market.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12

Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 11: The learner will identify and develop an appreciation for employee fringe benefits.

Objectives	Measures
11.1 Identify fringe benefits that may be offered to the employee.	Refer to Competency/ Test Item Bank # VEC-VOCD-CG-0002 VEC-VOCD-CTIB-0002 pp. 300-303.
11.2 Differentiate between salary only and and salary plus the fringe benefit package.	
11.3 Show an awareness of the value of an educational assistance program to employment and advancement.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12

Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 12: The learner will explain the need for a job description, and interpret how it influences the employee and actual working conditions.

Objectives	Measures
12.1 Interpret the need for a job description.	Refer to Competency/ Test Item Bank # VEC-VOCD-CG-0002 VEC-VOCD-CTIB-0002 pp. 303-306.
12.2 Analyze the influence of the job description on the employee and interpret, using the job description, the working conditions in which the employee will function.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12

Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 13: The learner will interpret the influence that policies, chain-of-command, and grievance procedures have on the employee.

Objectives	Measures
13.1 Describe potential company policies and their influence on employees.	Refer to Competency/ Test Item Bank # VEC-VOCD-CG-0002 VEC-VOCD-CTIB-0002 pp. 307-312.
13.2 Suggest the meaning of chain-of-command and show an awareness of how chain-of-command operates.	
13.3 Analyze varied grievance policies and procedures and their effects on employers and employees.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12

Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 14: The learner will analyze the influence of employee and employer rights.

Objectives	Measures
14.1 Examine content and intent of laws that pertain to employee and employer rights.	Refer to Competency/ Test Item Bank # VEC-VOCD-CG-0002 VEC-VOCD-CTIB-0002 pp. 313-316.
14.2 Show an awareness of nondiscriminatory policies' effects on employment.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12

Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 15: The learner will compare the roles and effects of unions and professional organizations on employment.

Objectives	Measures
15.1 Describe the influence of unions on the employer and the employee.	Refer to Competency/ Test Item Bank VEC-VOCD-CG-0002 VEC-VOCD-CTIB-0002 p. 317.
15.2 Discuss the role of professional and trade organizations.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12

Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 16: The learner will examine the use of safety measures instituted by employers.

Objectives	Measures
16.1 Analyze the types and purposes of safety measures used by some employers.	Refer to Competency/ Test Item Bank # VEC-VOCD-CG-0002 VEC-VOCD-CTIB-0002 pp. 319-324.
16.2 Examine the rights and responsibilities of workers where safety measures are suggested.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12

Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 17: The learner will understand the role played by pre-employment skills and attitudes in assuring job success.

Objectives	Measures
17.1 Analyze and practice improving communication skills needed for job success.	Refer to Competency/ Test Item Bank # VEC-VOCD-CG-0002 VEC-VOCD-CTIB-0002 pp. 325-330.
17.2 Examine personal values and work ethics in terms of job success.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12

Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 18: The learner will understand employee/employer relationships.

Objectives	Measures
18.1 Examine authority images.	Refer to Competency/ Test Item Bank # VEC-VOCD-CG-0002 VEC-VOCD-CTIB-0002 pp. 331-336.
18.2 Predict the expected behavior of a supervisor on the job.	
18.3 Describe the acceptable behavior of a worker on the job.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12

Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 19: The learner will compare patterns of co-worker relationships.

Objectives	Measures
19.1 Suggest characteristics of good co-worker relationships.	Refer to Competency/ Test Item Bank # VEC-VOCD-CG-0002 VEC-VOCD-CTIB-0002 pp. 337-339.
19.2 Analyze the effect of co-worker relationships.	

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12 Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 20: The learner will describe the use of performance appraisal in employee advancement, retention, and pay raises.

Objectives	Measures
20.1 Suggest criteria for performance appraisal.	Refer to competency/ Test Item Bank # VEC-VOCD-CG-0002
20.2 Analyze the influences performance appraisal may have on the worker.	VEC-VOCD-CTIB-002 pp. 340-344.

VOCATIONAL EDUCATION
VOCATIONAL DEVELOPMENT

Grade Level: 7-12

Skills/Subject Area: Prevocational Education/ Pre-employability Skills

COMPETENCY GOAL 21: The learner will analyze procedures used when changing employment.

Objectives	Measures
21.1 Discuss reasons employees terminate employment.	Refer to Competency/ Test Item Bank # VEC-VOCD-CG-0002 VEC-VOCD-CTIB-0002 pp. 345-352.
21.2 Demonstrate proper procedures when voluntarily terminating employment.	
21.3 Discuss reasons employees are terminated by employers.	
21.4 Examine procedures for regrouping after termination and for beginning a new job search.	

APPENDICES

APPENDIX A

House Bill 1567*

A BILL TO BE ENTITLED AN ACT TO ENACT THE ELEMENTARY AND SECONDARY SCHOOL REFORM ACT OF 1984.

The General Assembly of North Carolina enacts:

Section 1. This act may be referred to as the "Elementary and Secondary School Reform Act of 1984."

Section 2. G.S. 115C-81(a) is amended by deleting the first paragraph and substituting the following:

"Standard Course of Study. It is the policy of the State of North Carolina to insure a quality education to every child residing in North Carolina. To this end, the General Assembly directs the State Board of Education to develop a standard course of study to be offered to every child in North Carolina public schools and to submit the proposed standard course of study to the General Assembly by October 15, 1984.

The standard course of study shall reflect a rigorous academic course of study stressing mastery of integrated knowledge based on mastery of competencies in the basic skill areas rather than the study of isolated disciplines. To this end, the State Board of Education is directed to undertake a statewide audit of current curricula and to refine the curricula as required to comply with this policy. The standard course of study:

1. shall stress mastery of integrated knowledge;

2. should provide students with the specific competencies needed to gain employment or to continue their education;

3. should provide students with the skills necessary to cope with contemporary society;

4. shall contain a vocational education component designed to meet the State's and local anticipated career training needs;

5. shall provide for a program of continuous learning based upon the individual child's need, interest, and stages of development, so that the program has a nongraded structure of organization;

6. shall set forth what subjects shall be taught in each grade, and outline the basal and supplementary books on each subject to be used in each grade;

7. shall include a core curriculum for all students plus additional elective curriculum choices to meet the varied needs and interests of students;

8. shall establish a minimum length of the instructional day;

9. shall prescribe standards for student performance and promotion and may consider appropriate levels at which remediation should begin; and

10. shall describe appropriate class size for each course required by the standard course of study; staffing levels to support the standard course of study, and may include minimum staffing for schools, regardless of size, where such schools are determined to be essential to serve pupils located in isolated geographic areas; minimum facility requirements for the standard course of study; minimum material requirements for the standard course of study; and such other information the Board finds necessary to enable the General Assembly to allocate appropriate resources to implement the plan."

*Includes only that portion of HB 1567 addressed by the Basic Education Program for North Carolina's Public Schools, the North Carolina Standard Course of Study, and the North Carolina Competency-Based Curriculum.

APPENDIX B

16 NCAC 2E.0103; STANDARD COURSE OF STUDY: POLICIES

(a) Definitions. As used in this Rule:
  (1) "Standard Course of Study" means the program of course work for each of the various subjects taught in the elementary and secondary schools of the state, together with competency goals and performance indicators, as defined in (4) and (5) of this subsection, which have been adopted by the state board pursuant to G. S. 115C-81 (a) and subsection (b) of this Rule.
  (2) "Curriculum guide" means a document prepared by the State Department of Public Instruction for each subject or area of study listed in the Standard Course of Study, including suggestions as to suitable instructional aids, textbooks and supplementary resources, learning experiences and teaching methods.
  (3) "Course unit" means a minimum of 150 clock hours of instruction. Short courses will be credited in an amount corresponding to the fractional part of a total unit.
  (4) "Competency goals" means the ends toward which student learning is directed.
  (5) "Performance indicators" means quantitative measures of progress toward competency goals.

(b) The state board shall adopt and periodically review the Standard Course of Study, upon recommendation of the State Superintendent and pursuant to a public hearing and any changes the board deems appropriate. The Standard Course of Study shall be published by the state board. Copies of the Standard Course of Study and the curriculum guides may be obtained from the Department of Public Instruction, 116 W. Edenton Street, Raleigh, N. C. 27611.

(c) The Standard Course of Study shall include, at a minimum, a kindergarten through 12th grade program of studies in the following areas:
  (1) citizenship, including the social studies-economics, history, government, sociology and human relations;
  (2) communications, including foreign languages, educational media, and all phases and applications of English-language arts;
  (3) cultural arts, including the fine and performing arts, recreation and avocations, addressed to both performance and consumer objectives;
  (4) healthful living, including personal and community health, physical education, recreation, and safety;
  (5) mathematics, including computational, problem solving, and consumer skills and substantive advanced elective sequences;
  (6) science, including the basic study of all living and nonliving things as well as advanced elective sequences; and

(7) vocational, including a developmental design, moving from occupational exploration in the middle grades, to selective specialization in the senior high school, as set out in the state Master Plan for vocational education.

(d) The development of subject and course content in the study areas listed in (c) of this Rule shall include, as appropriate for the various grade levels, the study of Americanism, the government of the State of North Carolina, the government of the United States, fire prevention, harmful or illegal drugs including tobacco and alcohol, and the free enterprise system.

(e) The Standard Course of Study shall be implemented in the kindergarten through eighth grades through an appropriate developmental program in each study area for individual pupils. Summer school for these grades is considered an integral part of the regular school term. The Standard Course of Study shall be implemented in the 9th through 12th grades through a program of representative course offerings in each study area.

(f) Graduation Requirements

(1) In addition to the requirements of 16 NCAC 2G.0702, students graduating during or after the 1986-87 school year must successfully complete 20 courses units in grades 9 through 12 to be graduated from high school. These course units must include the following:

(A) four course units in English;

(B) two course units in mathematics;

(C) two course units in social studies; one unit in government and economics, and one unit in United States history;

(D) two course units in science, one unit in a life science or biology, and one unit in one of the physical sciences;

(E) one course unit in physical education and health;

(F) nine course units to be determined by the local education agency. These may be undesignated electives or designated from the study areas described in subsection (c) of this Rule.

(2) Course work successfully completed in the ninth grade at a school system where course units are not awarded in the ninth grade shall be deemed to satisfy the requirements of (1) of this subsection.

(3) Course work successfully completed by students in grades 9 through 12 at a summer school session may be used to satisfy the requirements of (1) of this subsection. Course units so taken shall be earned in the same manner as otherwise provided in this Rule, except that for students repeating courses in summer school the principal shall determine the hours of instruction required to be repeated.

(4) Course work successfully completed by students in grades 9 through 12 at an off-campus institution may be used to satisfy the requirements of (1) of this subsection. No high school may approve enrollment in post-secondary institutions during the regular school year in excess of five percent of its enrollment in grades 10-12 except as approved by the State Board of Education. Enrollment under this policy in community college institutions shall be in accordance with 16 NCAC 2E.0301.

History Note: Statutory Authority G. S. 115C-12(9)c; G. S. 115C-81(a);
Eff. February 1, 1976
Readopted Eff. February 3, 1978;
Amended Eff. April 1, 1983; June 8, 1979

APPENDIX C

COURSE REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Course Units	Subjects
4	English
2	Mathematics
2	Social studies (1 unit in government and economics, 1 unit in United States History)
2	Science (1 unit in a life science or biology, 1 unit in one of the physical sciences)
1	Physical education and health
9	Determined by the local education agency (these may be undesignated electives or designated in the study areas of citizenship, communications, the arts, healthful living, mathematics, science, vocational education)
20	Total Course Units

APPENDIX D

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN A

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged to pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II, one beyond Algebra II	4
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, World Cultures (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of three	3
	22

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN B

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged the pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program with concentration in one or more program areas. In order to allow more flexibility in the program, consideration should be given to the optional sequence of courses listed below as an alternative to Plan A.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II	3
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, one additional social studies (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of four (concentrations may be selected as listed below)	4
	22

Concentrations

Mathematics - at least one additional advanced unit (balance - 3 electives)

Science - at least one additional advanced unit (balance - 3 electives)

Social Studies - at least one additional unit (balance - 3 electives)

Foreign Languages - at least two additional units of the same language (balance - 2 electives)

Health, P. E. - at least three additional units (balance - 1 elective)

Arts Education - as least three additional units (balance - 1 elective)

Vocational Education - at least three additional units (balance - 1 elective) Three of the minimum four units required for concentration in vocational education must be related to the same vocational objective. Additional units may be related to the same vocational objective or may be in other vocational areas.

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program will receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

APPENDIX E

NORTH CAROLINA COMPETENCY-BASED CURRICULUM

Sample Page

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

Competency Goal: 1. The learner will know that ways of living change over time and how and why these changes occur (history).

OBJECTIVES	MEASURES
1.1 Identify changes which have occurred in Europe and/or the Soviet Union.	1.1.1 List changes which have occurred when given an appropriate series of photographs depicting changes in ways of living (dress, housing, work, transportation, and entertainment) in Europe and/or the Soviet Union.
	1.1.2 Draw a picture depicting what s/he believes to be the most significant change to have taken place in Europe or the Soviet Union; describe the picture and explain her/his reasoning aloud to the rest of the class.
1.2 Identify the effect of important changes which have occurred in Europe or the Soviet Union.	1.2.1 Place the examples in chronological order when given appropriately chosen examples of change in Europe or the Soviet Union.
	1.2.2 Match the changes to the resulting effects and identify the country in which each change/effect occurred when given a list of changes and a list of effects.

APPENDIX F

TESTING REQUIREMENTS

Annual Testing Program

The Annual Testing Program consists of standardized tests in reading, language arts, and mathematics administered at grades 1, 2, 3, 6, and 9.* Beginning with science and social studies tests, other skills and subject areas may be added to this program in the future.

Promotion Testing

Phase 1: A student in grades 3, 6, or 8 who scores at or above the 25th percentile (total battery) in the Annual Testing Program meets the State standard for promotion and must them meet local requirements. A student who scores at the 24th percentile or below enters phase two.**

Phase 2: In phase two, a student is tested for mastery of competencies on a test developed by the State Board of Education. Students who demonstrate mastery meet State requirements and then must meet local requirements. Students who do not demonstrate mastery must be retained or attend a State-supported summer remediation program. Students attending the summer program will be assessed to determine whether they have mastered the minimum standards. Those who demonstrate mastery will have met State standards and may be promoted if they have also met local requirements. Those who have not demonstrated mastery will be retained.

End of Course Testing

End of Course Testing is conducted at the secondary level in Algebra I and biology. It is anticipated that up to 20 other courses may be added to this program by the year 1990.

Minimum Competency Testing

Students in grade 11*** are tested for mastery of minimum competencies in the areas of reading and mathematics. In order to graduate from high school, students must receive a passing score on all areas of the Minimum Competency Test.

* It is anticipated that testing will be moved from grade 9 to grade 8.

** The State standard will not apply to students already retained in the same grade span or certified as trainable mentally handicapped, educable mentally handicapped, or severely/profoundly mentally handicapped. Students otherwise handicapped may also be exempted according to standards and procedures developed by the State Board of Education.

*** It is anticipated that testing will be moved from grade 11 to grade 10.

APPENDIX G

TEXTBOOK ADOPTION PROCESS IN NORTH CAROLINA*

The first step in the adoption of basic textbooks is the appointment of a Textbook Commission as set forth in G.S. 115C-87. The law provides that the Textbook Commission shall be composed of fourteen members to be appointed by the Governor upon the recommendation of the State Superintendent of Public Instruction. The law further prescribes that seven of the members shall be outstanding teachers or principals in the elementary school grades, that five shall be outstanding teachers or principals in the high school grades, and that two shall be lay members, one of which shall be the parent of an elementary school student, and one of which shall be the parent of a high school student, with the added proviso that one of the members may be a county or city superintendent.

The State Board of Education authorizes textbook adoptions as set forth in G.S. 115C-85 and 86. The State Superintendent notifies members of the Textbook Commission that there is to be an adoption in a given subject area or areas. The State Superintendent also notifies all registered textbook publishers of the adoption call and invites them to submit any materials they would like to have considered.

Members of the Textbook Commission evaluate all textbooks offered for adoption.

All books submitted are viewed and evaluated within a frame of reference determined by the State course of study. Pursuant to a call and prior to reviewing materials, members of the Textbook Commission and the professional staff of the Department of Public Instruction engage in a thorough overview of the program of studies and develop a concise statement of philosophy, goals, and objectives for the course or subject area under consideration. This statement also reflects any changes or innovations in the program and takes into account current trends and emphases stemming from sound, authoritative research, and experimentation.

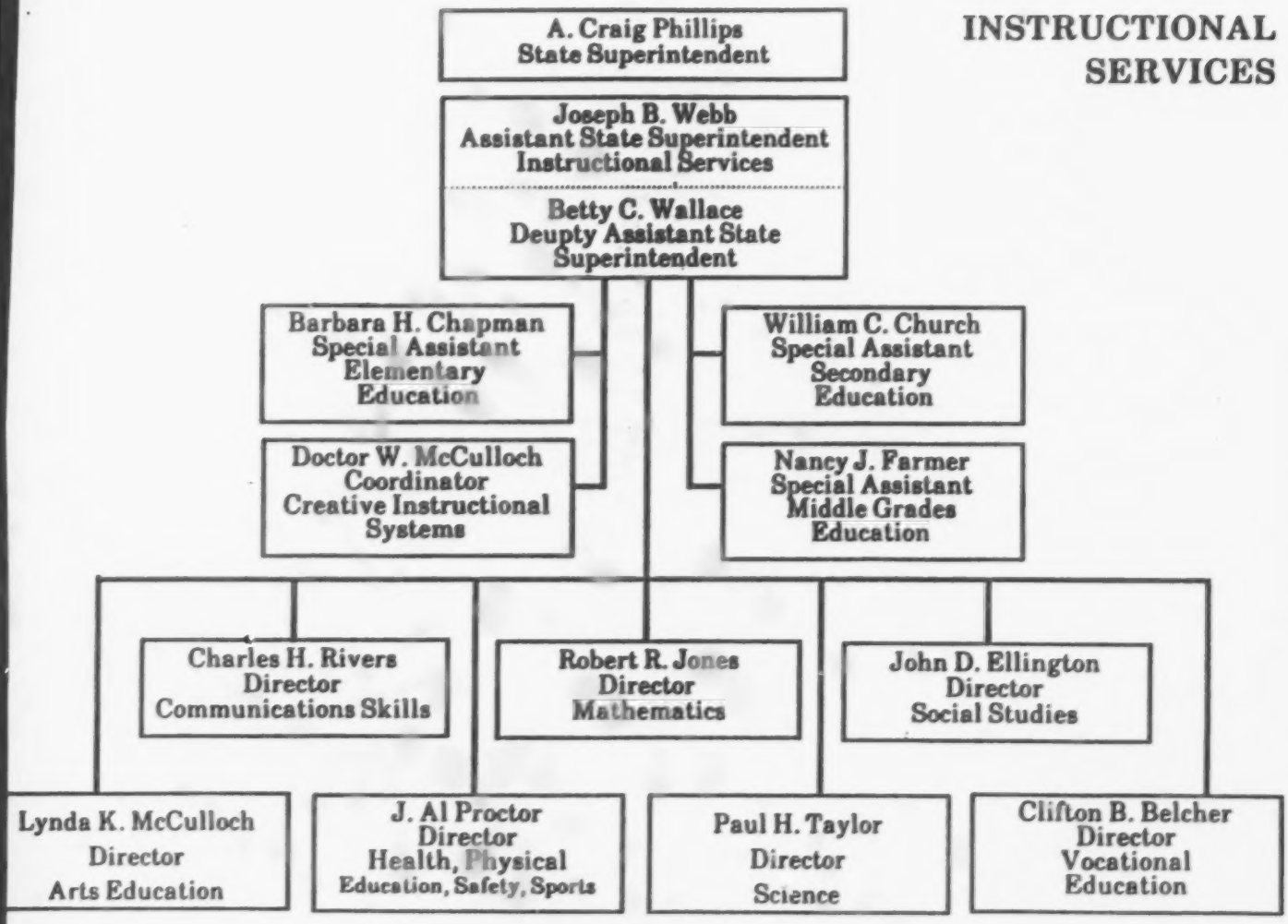
In the review and evaluation process each Commission member secures the help of as many advisers as he or she may choose. The number will vary but the usual practice has been for each member to select eight to twelve such advisers. Special expertise in the subject area under consideration is the main criterion in choosing advisers. Each Commission member tries to secure a representative group including classroom teachers, college personnel, supervisory and administrative personnel, and possibly laymen and students.

*From North Carolina State Adopted Basic Textbooks 1984-85. Raleigh, NC: Division of Textbooks, Controller's Office, Department of Public Education, 1984.

When the review process is completed, each Commission member files a written evaluation of every book submitted. These evaluation reports must be signed by the member making the report and the Commission Chairman delivers them to the State Superintendent who is also Secretary to the State Board of Education. At the next meeting of the Board of Education, after evaluation reports are filed, the members of the Textbook Commission meet with the Board for joint review and consideration of the reports. In the evaluation of basic textbooks the members of the Commission do not concern themselves in any way with the price of the book or its physical features.

Following the joint session of the Textbook Commission and the State Board to consider the findings and recommendations of the Commission, the State Board officially calls for sealed bids on those books which the Textbook Commission found to be most appropriate for implementing the desired program of instruction in North Carolina schools. Bids are customarily received on five to eight books. At the next meeting or at another designated regular meeting of the Board, the bids are opened and contracts awarded. Where significant differences in the appropriateness of books were noted by the Textbook Commission, the State Board traditionally has placed priority on securing the best materials available.

INSTRUCTIONAL SERVICES



APPENDIX H

APPENDIX I

Suggestions for Additions to or Revisions of the

North Carolina Competency-Based Curriculum

1. Suggestion for: A. addition / / B. revision / / (please check one)

2. Skills/Subject Area: _____
(e.g., Mathematics, Social Studies, Science)

3. Page Number: _____

4. Addition/Revision to: (please check & give number)

Introduction	/ /	
Competency Goal	/ /	Number: _____
Objective	/ /	Number: _____
Measure	/ /	Number: _____

5. SUGGESTION: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

6. Name of person submitting suggestion: _____
Place of employment: _____
Employed as: _____
Address: _____

Please return this form to: Joseph B. Webb
Assistant State Superintendent
for Instructional Services
Education Building, Raleigh, NC 27611